Meyer Center for Special Children

1132 Rutherford Road
Greenville, South Carolina

Grades	PK-K Primary School	
Enrollment	32 Students	
Principal	Louise Anthony	864-250-0005
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Excellent**
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	1	0	0	0

* Ratings are calculated with data available by 03/12/2010. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	82.9%
Student-teacher ratio in core subjects	7.1 to 1
Teachers with advanced degrees	41.7%
Teachers returning from previous year	88.7%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	16.9 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
X	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=32)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	70.0%	Up from 20.0%	4.7%	3.6%
Attendance rate	90.3%	Down from 95.0%	95.1%	95.7%
With disabilities other than speech	25.6%	Down from 37.5%	5.2%	4.2%
Older than usual for grade	N/A	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	41.7%	Down from 50.0%	63.6%	60.7%
Continuing contract teachers	8.3%	Up from 0.0%	78.9%	83.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 80.3%	90.2%	89.6%
Teacher attendance rate	93.6%	Up from 84.5%	94.9%	95.2%
Average teacher salary*	$38,213	Up 2.2%	$46,844	$47,550
Professional development days/teacher	19.6 days	Up from 13.0 days	17.6 days	16.7 days
School				
Principal's years at school	14.0	Up from 13.0	6.5	5.0
Student-teacher ratio in core subjects	7.1 to 1	Up from 5.1 to 1	18.9 to 1	19.3 to 1
Prime instructional time	82.9%	Up from 82.6%	88.8%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$54,220	Down 32.7%	$6,942	$6,858
Percent of expenditures for instruction**	70.0%	Up from 44.0%	70.6%	70.4%
Percent of expenditures for teacher salaries**	60.5%	Up from 35.2%	65.3%	63.7%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dr. Leslie Meyer, one of South Carolina's first pediatric orthopedic physicians, began his practice in Greenville in 1951. Three years later, he founded the Meyer Center when he concluded that every child, regardless of his or her medical challenges, could learn. Every child, in his eyes, held real potential.

Today, the Mission, Vision, Values, and Goals of the Meyer Center continue to be based on Dr. Meyer's belief that intensive education and therapy provided at the earliest possible age give a child with disabilities the best chance to make progress. Generally, students that receive direct services at the Center are children that have been diagnosed with a condition affecting their motor development, such as cerebral palsy, spina bifida, or genetic syndrome. The Center also provides support services for families, including individual and group support, coordination of community services, school transition assistance, and transportation

During the 2008-09 school year, a team of 8 teachers, 16 paraprofessionals, 4 occupational therapists, 5 physical therapists, 4 speech therapists, and 1 music therapist provided a comprehensive range of developmental services to 50 students, ranging in ages from 3 to 7. These children achieved an average of 85% of their annual education goals and 80% of their annual therapy goals, and at year-end, 11 of these students were ready to transition into other public school settings.

The demand for Meyer Center services has been steadily growing. So to address space limitations, the Center purchased and renovated the building it has occupied for the past 12 years. This acquisition has not only allowed expansion with the addition of two classrooms, but it has put the Center in a position to explore other high-quality early education opportunities and partnerships in the community.

Louise Anthony, Principal
Vicki Kilbride, PTA President

Evaluations by Teachers

	Teachers
Number of surveys returned	0
Percent satisfied with learning environment	N/R
Percent satisfied with social and physical environment	N/R
Percent satisfied with school-home relations	N/R

No Child Left Behind

School Adequate Yearly Progress

NO

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	90.3%	94.0%*	No

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample